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ABSTRACT

Western Michigan University investigated 198 students who graduated in 1971 with a major or minor in business education and administrative services or certified for business education teaching. The types of variables examined through questionnaires were types of positions graduates now hold, how these positions were found, length of time required to locate positions, degree of job satisfaction, and plans and reasons for graduate study. Some of the major findings were a) 3.4 percent of the graduates are seeking employment, b) 59.2 percent are teaching, c) over 75 percent found employment within 6 months of graduation, d) 75 percent have a business education major, and e) over 90 percent received a B.S. degree and Standard Teaching Certificate. (The results for each variable are discussed and 15 tables of data are presented.) (BRB)

ED 075354

STATUS REPORT OF 1970-71 WMU GRADUATES CERTIFIED FOR BUSINESS EDUCATION TEACHING

a study

by

Kimon Bournazos

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SUMMARY

This is a status report of 198 students who graduated during the academic year 1970-71 with a major or minor in Business Education and Administrative Services or certified for Business Education teaching.

The types of variables examined are: type of positions graduates are holding; how these positions were found; length of time required to locate positions; degree of satisfaction with present position; plans and reasons for graduate studies.

Questionnaires were mailed to 198 graduates. One hundred seventy-nine (90.4%) responded (78 males and 101 females).

1. Almost all of the 1970-71 graduates of Western Michigan University's Business Education program are employed. Only 6 (3.4%) are seeking work.

2. One hundred six (59.2%) are in teaching positions.

3. About half (49.2%) of the graduates found their position by applying directly on their own.

4. A majority (about 60%) of the non-teaching jobs held by graduates are in business and managerial positions or work related to their business education.

5. Over three-quarters (76.6%) of the graduates found employment within 6 months after graduation.

6. Male graduates found employment faster than females.

7. Most of those teaching (64%) are in the Southwestern Michigan area and the Detroit area.

8. Almost one-fifth (17.9%) are taking courses; most (71.9%) are enrolled at Western Michigan University.

9. About two-thirds are taking or intend to take graduate courses in the near future.

10. Over 90 percent of these graduates received a B.S. degree and Standard Teaching Certificate.

11. Seventy-five percent have a Business Education major.

12. Sixty percent have a Business Education major and General Business minor.

13. Immobility is a factor in about 31 percent of the graduates who are not teaching.

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Introduction

This is a status report of 198 students who graduated during the academic year 1970-71 with a major or minor in Business Education and Administrative Services or certified for Business Education teaching. The major purpose of the study is to learn what is happening to recent Business Education graduates.

The types of variables examined are: type of positions graduates are holding; how these positions were found; length of time required to locate positions; degree of satisfaction with present position; plans and reasons for graduate studies.[1]

Questionnaires were mailed to 198 graduates.[2] One hundred seventy-nine (90.4%) responded (78 males and 101 females).[3] Most graduates majored in Business Education and minored in General Business (60%). Over 90 percent had a B.S. degree and Standard Teaching Certificate. The status of these graduates is presented in the following pages.

Present Employment Status

An important concern of the Department of Business Education and Administrative Services is how its graduates faired on the labor market. Are they employed? If so, in what types of positions?

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[1] Other data is available which is to be reported on shortly.

[2] Names of graduates with majors or minors in Business Education were obtained from the University Records Office.

[3] One more late return not included is a female graduate who is teaching in the Kalamazoo area.

Table 1 shows their present employment status. It is encouraging to note that only six individuals, or 3.4 percent, were unemployed and seeking work as of Fall, 1971. This is lower than recent state and national averages which ranged from 5 percent to 11 percent or higher in a few areas.

Table 1

Present Employment Status

Status	Male		Female		Total	
	No.	%	No.	%	No.	%
Employed Teaching	48	61.5	58	57.4	106	59.2
Employed-Other Work	22	28.2	33	32.7	55	30.7
Unemployed - Seeking Work	2	2.6	4	4.0	6	3.4
Unemployed - Not Seeking Work	0		6	5.9	6	3.4
Armed Services	5	6.4	0		5	2.8
Deceased	1	1.3	0		1	.5
Total	78	100.0	101	100.0	179	100.0

Almost o0 percent are teaching. Eleven, or 6.7 percent, are not on the labor market. These include married women and men in the armed services. Slightly over 30 percent are employed in work not related to education.

Table 2 concerns those respondents employed in postions other than teaching. Of the seven males who prefer teaching, three are banking trainees; four are working semi-skilled types of jobs or types which may be considered "stop-gap" jobs. Desire for change

may be a function of the present job or financial situation. One of these males has a History major and Business Education minor and a second is not willing to move to another community to seek work. These two are therefore minimally employable.

Table 2

Career Preferences of Graduates Employed in Non Teaching Positions

Status	Male	Female		Total
		Married	Single	
Prefer present non teaching job	10	4	6	20
Prefer different non teaching job	5	1	0	6
Prefer teaching position				
Have looked in other communities	6	0	7	13
Have not looked in other communities	1	14	1	16
Total	22	19	14	55

Of the 23 females in Table 2 who prefer teaching or different non teaching job, 15 are married and immobile because of spouses' job location. Most of these respondents recognized that they were immobile or inferred it. Of the eight single females who would prefer teaching positions, six are working in administrative secretarial positions and two are in general clerical positions.

Method of Finding Work

When asked how they found their present position, almost half (49.2%) reported that they applied on their own and 16.7 percent

that they learned about their job through a friend or relative. The Western Michigan University Career Planning and Placement Bureau was the source of 7.8 percent of the respondents, or 14 people. In short, most positions are obtained through direct application or through friends and relatives.

Table 3

Method of Finding Present Position

	Male		Female		Total	
	No.	%	No.	%	No.	%
Placement Bureau	6	7.7	8	7.9	14	7.8
Department	1	1.3	3	3.0	4	2.2
Advertisement	2	2.6	5	5.0	7	3.9
Applied on own	39	50.0	49	48.5	88	49.2
Through friends & relatives	14	18.0	16	15.8	30	16.8
Worked there part-time or student taught and was hired permanentlty	3	3.9	5	5.0	8	4.5
Drafted into Army	4	5.1	0		4	2.2
Employment Agency	2	2.6	3	3.0	5	2.8
Unknown	7	9.0	12	11.9	19	10.6
Total	78	100.0	101	100.0	179	100.0

Of significance in this matter be the fact that such employment seeking tools as proper interviewing techniques, personal data resumes, techniques in how to apply for work, and cooperative work experience are an integral part of the Business Education and Administrative Services Department curriculum. As a result, most of these graduates are fairly sophisticated in job finding techniques by the time they graduate.

Length of Time Required to Locate Position

Table 4 shows that 24.6 percent found their present position while still in college. Up to 33 percent had a job less than one month after graduation.

About 53 percent had found jobs within two months after graduation; slightly over 67 percent were employed within four months; and about 75 percent were employed within six months after graduation.

Table 4

Length of Time Required to Locate Position

Time	Male		Female		Total	
	No.	%	No.	%	No.	%
While still in college	26	33.3	18	17.9	44	24.6
Less than 1 month	6	7.7	9	8.9	15	8.4
1 - 2 months	14	18.0	22	21.8	36	20.1
3 - 4 months	11	14.1	14	13.9	25	14.0
5 - 6 months	6	7.7	11	10.9	17	9.5
7 - 9 months	6	7.7	11	10.9	17	9.5
10 - 12 months	0		2	2.0	2	1.1
Unknown or N/A	9	11.4	14	13.9	23	12.8
Total	78	100.0	101	100.0	179	100.0

It is evident from Table 4 that males found work more quickly than females. One-third of the males found work before graduation while only 17.9 percent of the females fared as well. Within one month, 41 percent of the males had jobs while only 26.8 percent of the females had jobs, a difference of 14.2 percent. Within two

months the difference between males and females declined to about 10 percent, and by the end of nine months the gap closed to within 4 percent, still in favor of the males.

Opportunities for men interested in teaching seem to be more favorable than for women. At least men seem to fare better on the labor market in terms of being able to find employment sooner than females. Delay in experienced teachers signing new contracts and the uncertainty of tax dollars may also account for the lag in obtaining jobs. Another factor which may contribute to lapse of time in finding employment is the graduation date. For example, those graduating in April may not find employment until fall.

Marital status, mobility, permanency and stability, and types of courses taught certainly are variables which may influence the higher preference for men. Further study must be done to be certain which variables are significant.

Location and Geographic Mobility

Table 5 shows that most graduates are employed in Michigan (80.5%). Nine percent are working in neighboring states of Illinois, Indiana and Ohio. Males are somewhat more mobile than females. Only 76.9 percent of the males are located in Michigan while 83.2 percent of the females are in Michigan. Mobility of married females and males was about the same, while more of the single females (88.7%) remained in Michigan. Husband's mobility certainly is a significant influence on the career opportunities of the wife.

Table 5

Present Location of Respondents

Location	Male No.	Male %	Female No.	Female %	Total No.	Total %
Michigan	60	76.9	84	83.2	144	80.5
Illinois	3	3.9	3	3.0	6	3.4
Indiana	0		4	4.0	4	2.2
Ohio	2	2.6	4	4.0	6	3.4
Florida	2	2.6	1	1.0	3	1.7
Maryland-Virginia	3	3.9	2	2.0	5	2.8
Delaware-New York	3	3.9	2	2.0	5	2.8
Texas	1	1.3	1	1.0	2	1.1
Vermont	1	1.3	0		1	.6
Army	3	3.9	0		3	1.7
Total	78	100.0	101	100.0	179	100.0

Of interest in this study was the geographic areas in which those graduates who are teaching are located. Table 6 shows that the bulk of our graduates, 64 percent, are teaching in the Detroit and Southwestern Michigan areas. Of this group, almost 40 percent are teaching in the Southwestern Michigan area in such cities as Kalamazoo, Grand Rapids, Benton Harbor and Battle Creek. About 24 percent are teaching in Detroit and the surrounding area.

This type of information can be extremely helpful to the Department and others such as Career Planning and Placement when advising Business Education and Administrative Services graduates concerning career opportunities and geographic areas which offer the best chance of obtaining a job.

Table 6

Geographic Location of Teachers

Location	Male No.	Male %	Female No.	Female %	Total No.	Total %
Detroit area	8	10.3	18	17.8	26	14.5
Southwestern Michigan	19	24.4	23	22.8	42	23.5
Muskegon area	0		3	3.0	3	1.7
Saginaw, Bay City, Flint area	6	7.7	3	3.0	9	5.0
Ann Arbor, Jackson, Lansing area	1	1.3	1	1.0	2	1.1
Traverse City & North	2	2.6	2	2.0	4	2.2
Outstate	11	14.1	7	6.9	18	10.0
N/A and Unknown	31	39.7	44	43.6	75	41.9
Total	78	100.0	101	100.0	179	100.0

Types of Non Teaching Positions[4] Held by Graduates

As Table 7 shows, most graduates who were working in non teaching types of positions were working in occupations closely related to the business world. Most (44.8%) were working in administrative office positions related to their college training. The bulk of these were females employed in executive secretarial positions. The supervisory positions include those in management trainee programs and first-line supervisory positions. It is interesting to note that there are no women in company supervisory training programs.

[4]Some respondents held more than one job; therefore figures may not balance or seem to agree with other tables.

Table 7

Non Teaching Positions Held by Graduates

Position	Male		Female		Total	
	No.	%	No.	%	No.	%
Administrative Services	3	8.0	36	72.0	39	44.8
Accounting	4	10.8	1	2.0	5	5.8
Sales	3	8.0	0		3	3.3
Supervisory	8	21.6	0		8	9.2
Self-employed	5	13.5	0		5	5.8
Public, Social Work Agencies	2	5.4	2	4.0	4	4.6
Operative	4	10.8	0		4	4.6
Unknown	8	21.6	11	22.0	19	21.8
Total	37	100.0	50	100.0	87	100.0

Types of Business in Which Non Teachers Are Employed

Table 8 shows that social and government services, financial services and small business services accounted for over half of the types of industries in which non teaching graduates are employed.

Table 8

Types of Business in Which Non Teachers Are Employed

Business	Male		Female		Total	
	No.	%	No.	%	No.	%
Social and Government Services	9	25.0	6	15.4	15	20.0
Financial	6	16.7	5	12.8	11	14.7
Small Business Services	10	27.8	6	15.4	16	21.3
Manufacturing - Heavy	4	11.1	3	7.7	7	9.3
Retailing-Wholesaling	3	8.3	1	2.6	4	5.3
Medical Services	2	5.5	4	10.2	6	8.0
Legal Services	2	5.5	5	12.8	7	9.3
Educational Institutions	0		9	23.0	9	12.0
Total	36	100.0	39	100.0	75	100.0

Plans for Graduate Work and Reasons

Thirty-two of the 179 respondents are currently taking graduate courses.

Most of those taking or planning on taking graduate courses gave multiple reasons. Table 9 lists these reasons. Obtaining a Master's degree was mentioned 134 times. Receiving a permanent certificate was mentioned 116 times; getting ahead in their present job, 32 times; and qualifying for vocational certification, 30 times.

A total of 19 were taking graduate courses because they were considering changing into other careers. Eleven are interested in related careers such as school administration, guidance and counseling,

Table 9

Reasons for Taking Graduate Work

Reason	Male		Female		Total	
	No.	%	No.	%	No.	%
To get ahead in present job To obtain permanent certification To obtain Master's Degree	8	10.3	7	6.9	15	8.4
To obtain permanent certification For vocational certification To obtain Master's Degree	9	11.5	10	9.9	19	10.6
To obtain permanent certification To prepare for a different kind of job To obtain Master's Degree	1	1.3	1	1.0.	2	1.1
To get ahead in present job To obtain Master's Degree	4	5.1	1	1.0	5	2.8
To obtain permanent certification To obtain Master's Degree	16	20.5	29	28.7	45	25.1
To obtain permanent certification	4	5.1	14	13.9	18	10.6
To get ahead in present job	3	3.9	1	1.0	4	2.2
To obtain Master's Degree	12	15.4	19	18.8	31	17.3
Unknown	9	11.5	5	4.9	14	7.8
Other	12	15.4	14	13.9	26	14.5
Total	78	100.0	101	100.0	179	100.0

vocational education coordinator or director, and Community or Jr. College teaching. Those considering careers not related to education include law, office management and accounting.

Only three mentioned that they were taking graduate courses for personal enjoyment or just for "the sake of learning."

Where Enrolled for Graduate Work

Of the 32 presently taking graduate courses, 23 are enrolled at Western Michigan University, seven are at other Michigan universities, while two are enrolled at outstate institutions.

Table 10

Where Enrolled for Graduate Work

University	Male	Female	Total
Western Michigan	9	14	23
Central Michigan	2	0	2
Wayne State	0	1	1
Eastern Michigan	0	2	2
Michigan State	0	2	2
Va. Polytechnic Inst.	1	0	1
Loyola - Chicago	0	1	1
Total	12	20	32

Desire for Information on Graduate Program

Of the 121 who requested information on graduate programs, many are already enrolled and wish additional information from time to

time. Others stated that they were definitely planning on graduate study and asked for specific information concerning course offerings and how to enter the graduate program.

Of those 47 who did not request information, ten pointed out that they already have obtained the information. Several felt that they were too far from Western Michigan University to participate. Eleven did not answer.

These figures indicate that most of these college graduates do not feel that their education has stopped once they have completed their Bachelor's degree. The concept of formal advanced education as necessary for getting ahead in one's profession seems to be fairly well established and recognized by this group.

Type of Certificate Earned

Table 11 indicates that the majority of the graduates obtained a Standard Teaching Certificate.

Table 11

Type of Certificate Earned

Certificate	Male		Female		Total	
	No.	%	No.	%	No.	%
Standard Teaching Certificate	62	79.5	78	77.2	140	78.2
Voc. Office Teaching	0		2	2.0	2	1.1
Voc. Office Coord.	1	1.3	0		1	.6
Standard Teaching & Voc. Office Teaching	5	6.4	11	10.9	16	8.9
Voc. Dist. Ed. & Standard Teaching	2	2.6	2	2.0	4	2.2
Standard Teaching & Voc. Office & Voc. Coord.	0		2	2.0	2	1.1
Standard Teaching & Voc. Office Coord.	1	1.3	1	1.0	2	1.1
Unknown	7	8.9	5	4.9	12	6.7
Total	78	100.0	101	100.0	179	100.0

Type of Degree Earned

Over 90 percent of the graduates obtained a Standard Teaching Certificate and B.S. degree. A few have a BBA or a B.A. degree, as shown in Table 12.

Table 12

Type of Degree Earned

Degree	Male		Female		Total	
	No.	%	No.	%	No.	%
B.S.	70	89.7	94	93.1	164	91.6
BBA	5	6.4	1	1.0	6	3.4
M.A.	0		1	1.0	1	.6
B.A.	2	2.6	5	4.9	7	3.9
Unknown	1	1.3	0		1	.6
Total	78	100.0	101	100.0	179	100.0

Major/Minor Combined

Most graduates had a Business Education major and General Business minor with a B.S. degree (about 60%). About ten percent had a Business Education major with Social Science minor, and about nine percent had a Social Science major with a Business Education minor. Only six individuals had a BBA degree.

Part II of this report will examine majors and minors to determine the relationship between job and major and minor.

Table 13

Major/Minor Combined

Major/Minor	Male		Female		Total	
	No.	%	No.	%	No.	%
Bus. Ed./Gen. Bus.	43	55.1	70	69.3	113	63.2
Home Ec./Bus. Ed.	0		6	5.9	6	3.4
Bus. Ed./Soc. Sci.	8	10.3	10	9.9	18	10.1
Dist. Ed./Bus. Ed., Gen. Bus.	4	5.1	2	2.0	6	3.4
Bus. Ed./Phys. Ed.	7	9.0	0		7	3.9
Phys. Ed./Bus. Ed.	4	5.1	0		4	2.2
Math, Biol./Bus. Ed.	3	3.9	3	3.0	6	3.4
Bus. Ed./Voc. Applied	1	1.3	2	2.0	3	1.7
Soc. Sci./Bus. Ed.	8	10.3	8	7.9	16	8.9
Total	78	100.0	101	100.0	179	100.0

Type of Major

About three-quarters (74.9%) graduated with a Business Education major. About six percent earned majors in Social Science. Even fewer held majors in Physical Education, Home Economics, and Applied Science.

Actually almost 85 percent of the females had Business Education majors and only about 63 percent of the males. More males tended to have degrees in Physical Education, while more women tended to have majors in Home Economics and Social Science.

Table 14

Academic Major

Major	Male		Female		Total	
	No.	%	No.	%	No.	%
Bus. Ed.	49	62.8	85	84.2	134	74.9
Phys. Ed.	6	7.7	0		6	3.4
Dist. Ed.	4	5.1	2	2.0	6	3.4
Soc. Sci.	5	6.4	6	5.9	11	6.2
Acctg. & Mktg.-BBA	5	6.4	0		5	2.8
Home Ec.	0		6	5.9	6	3.4
Applied Sci.	3	3.9	2	2.0	5	2.8
Bus. Ed./Phys. Ed.	4	5.1	0		4	2.2
Unknown	2	2.6	0		2	1.1
Total	78	100.0	101	100.0	179	100.0

Minors

General Business was chosen most often as a minor. As shown in Table 15, about 20 percent more females had General Business minors than did males.

Business Education minors were a distinct second and in third place with about 11 percent were Social Science minors.

Table 15

Academic Minor

Minor	Male		Female		Total	
	No.	%	No.	%	No.	%
Bus. Ed.	14	17.9	16	15.8	30	16.8
Gen. Bus.	40	51.3	71	70.3	111	62.0
Phys. Ed.	3	3.9	0		3	1.7
Soc. Sci.	9	11.5	11	10.9	20	11.2
Acctg.	3	3.9	0		3	1.7
Applied Sci.	2	2.6	3	3.0	5	2.8
Unknown and Double Major	7	9.0	0		7	3.9
Total	78	100.0	101	100.0	179	100.0

Findings

1. Almost all of the 1970-71 graduates of Western Michigan University's Business Education program are employed. Only 6 (3.4%) are seeking work. (Table 1, page 2)

2. One hundred six Business Education graduates are in teaching. (Table 1, page 2)

3. About half of the graduates found their position by applying directly on their own. (Table 3, page 4)

4. Almost all of the graduates who are not in teaching are in business or managerial positions or work related to their business education. (Table 7, page 9)

5. Most of the graduates in this study found employment within 4 to 6 months after graduation. (Table 4, page 5)

6. Male graduates found employment faster than females. (Table 4, page 5)

7. Most of those teaching are in the Southwestern Michigan area and the Detroit area. (Table 6, page 8)

8. Almost one-fifth (17.9%) are taking graduate courses; most are enrolled at Western Michigan University. (Table 10, page 12)

9. About two-thirds are taking or intend to take graduate courses in the near future. (Table 9, page 11)

10. Over 90 percent of these graduates received a B.S. degree and Standard Teaching Certificate. (Tables 11 and 12, pages 14 and 15)

11. Seventy-five percent have a Business Education major. (Table 14, page 17)

12. Sixty percent have a Business Education major and General Business minor. (Table 13, page 16)

13. Immobility is a factor in about 31 percent of the graduates who are not teaching. (Table 2, page 3)